USC Marshall
School of Business

LIM562: Library and Information Technologies
Summer 2020
3 Units
This class will meet Thursdays at 6 pm PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

Instructor: *Deborah Holmes-Wong*
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Office Hours: *By appointment*
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COURSE DESCRIPTION

This course will provide an overview of the fundamentals of the management of information technologies within the library and similar information environments and the technologies commonly used. Students will be introduced to information technology concepts, terminology and usage in organizations and topics in the management of these technologies. Topics may vary, but they will include integrated library systems, information design and architecture (IA), information retrieval and electronic content, computer networks, cloud technologies, data management, web design, the Internet and intranets. In addition, this course will also focus on the assessment of emerging technologies and their application and implementation in library and similar settings.

This course is delivered entirely on the web. It uses both synchronous and asynchronous platforms, and students are required to contribute during synchronous sessions. Students and instructors (and guest speakers in some cases) will interact online during synchronous class times as well as via a class discussion board, e-mail, web-based meetings, virtual office hours and telephone as needed.

The course is divided into the following sections:

Overview
Issues in managing technologies in libraries
Identifying user needs
Assessing what other institutions are doing
Evaluating technologies

Developing requirements & selecting software/systems

Implementing technologies and project management

Technologies used in libraries and related issues

- Library management system
- Discovery services
- Electronic resource management system
- Web content management system
- Digital Library
- Intellectual Property
- Scholarly Communication & Open Educational Resources
- Social media
- Data management

When possible issues will be paired with the technology that they most closely affect.

COURSE OBJECTIVES

At the end of this course you will be able to:

- Demonstrate knowledge of information technology practice and principles for the library professional
- Demonstrate knowledge of the history of computers and the Internet and how they have shaped society in general and libraries and librarianship in particular.
- Demonstrate concepts and issues related to the lifecycle of recorded knowledge and information.
- Identify information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.[1]

COURSE MATERIALS

REQUIRED MATERIALS

Books

1. Burke, J. J. (2019). *Neal-Schuman library technology companion: a basic guide for library staff* (6th ed.). Chicago: Neal-Schuman.
2. Block, C. (2017). *Managing library technology: a LITA guide*. New York: Rowman & Littlefield.
3. Breeding, M., editor (2016). *Library technology buying strategies*. Chicago: ALA Editions.
4. Calhoun, K. (2014). *Exploring digital libraries: foundations, practice, prospects*. Chicago: ALA Neal-Schuman.

[1] ALA's Core Competencies of Librarianship. Final Version 2009.

Articles

1. Articles are presented in the weekly reading list at the end of this syllabus, and are also linked directly from each week's Overview section in the online course space..

Other Materials:

1. TED Talks and other video content will be included in the course.

PREREQUISITES AND/OR RECOMMENDED PREPARATION
None

COURSE NOTES
Contact Hours for this course are:
Synchronous (60 minutes weekly): Live lectures, presentations, Q&A's.
Asynchronous (90 minutes weekly): discussion forums, group projects, offline collaboration
The course is divided into six sections.

Section 1. Information Technology

- History
- Theory
- Practice
- Terminology

Section 2. Library Management Systems and Discovery Services

- History
- Types of Systems
- Index-based discovery services and information retrieval
- Future of library management system

Section 3. Web Content Management, Information Architecture, and Information Design and Retrieval

- Defining Information Architecture
- Order and Organization for Navigation
- Metadata and Controlled Vocabularies
- Content Management
- Facets
- Sitemaps and Flowcharts
- Wireframes

Section 4. Digital Libraries, Digital Curation, and Repositories

- Overview and History
- Models for Digital Libraries
- Preservations of Digital Materials
- The Role of the Digital Curator

Section 5. Electronic Resources & Scholarly Communications

- Types of Scholarly Communications
- Open access and traditional publishing
- Open Educational Resources
- Rights and Use Policies

Section 6. Social Media, Project Management, Data Curation

GRADING

GRADING DETAIL

Item	**% of total**
Participation	10%
Weekly Assignments	20%
Midterm	30%
Emerging Technology Semester Project (40% total)	
Needs Assessment 10%	4%
SWOT Analysis and Environmental Scan 10%	4%
Budget, Staffing and Timeline 20%	8%
Peer Assessment 10%	4%
Group Final Project Proposal 25%	10%
Group Presentation 25%	10%

GRADING POLICIES

The MMLIS program adheres strictly to the grading standards of the University and the Marshall School of Business. The following grades are used:

- A = excellent
- B = good
- C = minimum passing
- C- (or below) = not passing

In addition, plus and minus grades are used, with the exception of an A plus. An explanation of the USC grading system can be found in the USC Catalogue. A system of grade points is used to determine a student's general average or standing. Grade points are assigned to grades as follows for each unit in the credit value of a course:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree or LIM certificate, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC LIM program.

Because of the quality of our participants and the close attention given to them, a very high percentage of participants pass all courses with C or better grades and obtain a grade point average above 3.0.

*If you are unable to attend a particular live session, please notify your instructor so alternative arrangements can be made.

CLASS

Students are required to attend all live sessions. Each week one or more students will be asked to provide a detailed overview of the week's readings and homework assignment. Other students are expected to ask questions. Students are expected to have their camera and microphone on during live sessions. Failure to "appear" in class will result in a "0" for participation on a given day.

HOMEWORK

Homework will focus on readings and concepts covered in class. Much of the homework will be in the form of online discussions where students will be asked to discuss key concepts among themselves. Homework will be graded on how well they enlist readings and other sources to support their arguments.

Format your paper and discussion postings:

- Style: Your paper or posting should be written using well-developed paragraphs.
- APA: Please adhere to the 7th edition of the APA Publication Manual (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

EMERGING TECHNOLOGY TEAM PROJECT

The Team Project will be the assessment of the applicability of an emerging technology in a specific setting and plan for its implementation. The setting and the technology will be assigned by the instructor, for example implementing a data curation service in a large research university's library. The project will be broken into several parts and instructions and templates will be provided for each part.

- Needs Assessment
- Environmental Scan
- Budget and Staffing Plans, and Project Timeline
- Benefits and Risk Assessment
- Final Project Proposal
- Group Presentation

Students will submit the parts individually for a grade and provide the final deliverable – a project charter as a team project which will be graded.

EMERGING TECHNOLOGY SEMESTER PROJECT

The semester project is designed so that you use tools and techniques you learned in earlier classes to produce a detailed project proposal for an emerging technology that would be implemented in a library or similar setting.

Individual Assignments

Components of the project will be completed throughout the semester as individual weekly assignments. These individual assignments will be used by your assigned group to prepare the final proposal. You will have assignments that are related to key concepts that you will use in the proposal. These may review concepts you have covered in earlier classes.

- Week 03 Assignment 3: Technology Needs Assessment (10%)
- Week 05 Assignment 1: SWOT Analysis and Environmental Scan (10%)
- Week 10 Assignment 3: Budget, Staffing, and Timeline (20%)

When working on your individual assignments you may consult with others in your group, but the work that you submit should be entirely your own.

Group Final Project Proposal, Due Week 13 (25%)

The final product will be a group proposal and it should be a synthesis of the group's work, not the "best" individual assignment for each section. The final proposal will be better if each of you contributes your ideas to every section. You will have perspectives that others on your team lack. Your final proposal will contain the following sections based on your earlier work:

- Executive Summary
- Problem Statement
- Recommendation
- Project Goals
- Scope Description (Including work that is out of scope)
- Benefits to community
- Risks
- Budget
- Staffing Plan
- Milestones

Group Presentation, Due Weeks 14- 15 (25%)

Each group will prepare a 10 to 15-minute presentation regarding their proposal and make it available during **Week 14** prior to the final live session during Week 15. The final live session will be a discussion where each group answers questions about their proposals. Groups will submit the final presentation items for grading to the **Week 15 Assignment 1: Group Presentation**.

Grading

Your individual assignments and final proposal will be graded using the course rubric. The instructor may assign a topic to each group for its final proposal.

POLICY ON LATE SUBMISSIONS

Assignments other than exams and research papers may not be turned in late. Late assignments will receive a grade of '0'. All other late work will result in a drop of a letter grade for each 24-hour period that it is late unless you have notified the instructors and they have approved of a change in the due date.

Changes in due date are at the discretion of the instructors and will only be given on rare occasions due to emergency circumstances as determined by the instructors.

SESSIONS AND DAYS OF THE WEEK

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants and the instructor.

LIVE SESSIONS

Live Sessions will be held using Zoom. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

ADD/DROP PROCESS

Courses may be added until **May 26, 2020**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **May 26, 2020**. If the course is dropped after **May 26, 2020** and before **June 23, 2020**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is

dropped after **June 23, 2020**, it will be recorded with a mark of "W." No course may be dropped after **July 28, 2020**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Zoom. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-646-1885 or visit our Support Website.

In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes "Policies Regarding Student Use of Computing Resources at USC." This document can be accessed at University Information Technology Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS
The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS
In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:
Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

Support Systems:

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

On Campus Support Systems:

Please note that the health services are only available to those who reside in California and who have paid the optional health services fee. Some resources are only available on campus.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
USC Department of Public Safety | USC Emergency Information
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

COURSE OUTLINE AND ASSIGNMENTS

	Topics/ Daily Activities	Readings and Homework	Deliverables with Due Dates
Week 1 May 6 - 12	History of Libraries & Computing	Textbook: 1. Burke, J. (2019) Chapters 1 & 2, pp 3-23. Online Resources: 1. Berners-Lee, T., Hendler, J., & Lassila, O. (2001). The semantic web(PDF). Scientific American, 284(5), 34–43. 2. Bush, V. (1945, July). As We May Think. The Atlantic. 3. Carr, N. G. (2003). IT doesn't matter. Harvard Business Review, 81 (5), 41-49. 4. Computer History Museum | Timeline of Computer History. (n.d.). 5. Kahle, B. (2007). A free digital library. 6. Nelson, A., & Irwin, J. (2014). Defining what we do--all over again: Occupational identity, technological change, and the librarian/Internet-search relationship. Academy of Management Journal, 57(3), 892-928. 7. Noel, W. (2012, April). Revealing the lost codex of Archimedes. (n.d.). 8. Ted Nelson demonstrates Xanadu Space. Nelson, T. (2008).	Week 01 Discussion 01 or 02: Roles of Librarians in "Desk Set" - OR - Perspectives on Information Dissemination and Technology Initial post: Day 4; Response: Day 7 Week 01 Assignment 01: Vocabulary Review and Practice, Day 7, (*no points, for practice only)* Week 01 Assignment 02: Glossary Entries, Day 7 Check Live Session Information
Week 2 May 13 - 19	Issues in IT management in libraries	1. Askey, D. (2017, May 18). Finding a way from the margins to the middle: Library information technology, leadership, and culture. Ithaka S+R	Week 02: Discussion 01: Implementing technology in a library setting

		2. Burke, J. (2019). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapters 6, 11, 13, 14, 15. pp.59-73, 107-117, 127-142. 3. Glen, P., & McManus, M. (2013). Geeks & non-geeks: From contraxioms to collaboration in higher education (PDF). *EDUCAUSE Review*, 48(3), 20-29. 4. Marcum, D. (2016, March 28). Library leadership for the digital age. Ithaka S+R.	Initial post: Day 4; Response: Day 7 Week 02 Self Test: Bits vs. Bytes: Review Week 02 Assignment 01: Vocabulary Review and Practice, Day 7, (*no points*, *for practice only)* Week 02 Assignment 02: Glossary Entries, Day 7 Check Live Session Information
Week 3 May 20 - 26	Identifying User Needs	1. Burke, J. (2019). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapter 11-12, pp. 107-125. 2. Block, C. (2017). *Managing library technology: A LITA guide.* New York: Rowman & Littlefield. Chapter 2 (p. 21-32) 3. MacKellar, P. H. (2016). Part 1: Discovering what your community needs. In *Meeting community needs: a practical guide for librarians* (pp. 3–60). Lanham: Rowman & Littlefield Publishers.	Week 03 Assignment 01: Vocabulary Review and Practice, Day 7 (*no points*, *for practice only)* Week 03 Assignment 02: Glossary Entries, Day 7 Week 03 Assignment 03: Technology Needs Assessment, Day 7 Check Live Session Information
Week 4	Using technology to	1. Anderson, C. (2004). The Long Tail. *Wired*, 12(10).	Week 04 Discussion 01:

May 27 - June 2	manage collections - library management systems	2. Breeding, M. (2019). Library Systems Report 2019. *American Libraries*. 3. Breeding, M., editor (2016). *Library technology buying strategies.* Chicago: ALA Editions. Chapters 1-2 & 5-7, pp. 1-28, 51-115. 4. Burke, J. (2019). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapter 5, pp. 47-58. 5. Dempsey, L. (2006). Libraries and the long tail: Some thoughts about libraries in a network age. *D-Lib Magazine*, 12(4). 6. Webber, D., & Peters, A. (2010). Getting started. In Webber, D., & Peters, A. Integrated library systems: Planning, selecting, and implementing (PDF). Santa Barbara, CA: Libraries Unlimited. Additional Reading 1. Breeding, M. (2019). Smart libraries Q&A. *Smart Libraries Newsletter. 39*(5), 6-7. 2. Breeding, M. (2018). Index-based discovery services: Current market positions and trends. Library Technology Reports, 54(8). 3. Enis, M. (2015, February 24). Ending the invisible library | Linked Data. *Library Journal*. 4. Grant, C. (2012). The future of library systems: Library services platforms (PDF). *Information Standards Quarterly*, 24(4), 4-15. 5. Miksa, F. (2012). The legacy of the library catalogue for the present (PDF). Library Trends, 61(1), 7-34. 6. Waller, N. (2016). Introduction to the RFP. In M. Breeding (Ed.), *Library technology buying strategies* (pp. 1-13). Chicago, IL: ALA	Hands-On Exercise Initial post: Day 4; Response: Day 7 Week 04 Assignment 01: Vocabulary Review and Practice Day 7, (*no points, for practice only)* Week 04 Assignment 02: Glossary Entries, Day 7 Check Live Session Information

		7. Waller, N. (2016). Writing the RFP. In M. Breeding (Ed.), *Library technology buying strategies* (pp. 15-28). Chicago, IL: ALA.	
Week 5 June 3 - 9	Identifying tech trends	1. Burke, J.J. Neal-Schuman library technology companion: A basic guide for library staff. Chapters 16-17, pp. 153-170. 2. Gartner Inc. (n.d.). Hype Cycle Research Methodology. 3. Gartner Inc. (n.d.). Magic Quadrant Research Methodology. 4. Lajoie, E. W., & Bridges, L. (2014). Innovation Decisions: Using the Gartner Hype Cycle. *Library Leadership & Management,* 28(4). 5. King, D. L. (2018). How to stay on top of emerging technology trends for libraries. *Library Technology Report*, 52(2). 6. Marcotte, A. (2017, May 1). Top Library Tech Trends: Tech leaders recommend the tools and resources your library can adopt now and in the near future. *American Libraries*. 7. Smith, M. S. (2018, February 15). Models for predicting the future: Gartner's Hype Cycle. *Smth House*. SWOT Analysis Cases: 1. Fernandez, J. (2009). A SWOT Analysis for Social Media in Libraries. Online, 33(5), 35-37. 2. Gil, E. (2017). Maximizing and assessing a one-shot information literacy session: A case study. *Journal of Business & Finance Librarianship*, 22(2), 97-110. 3. Phillips, A. L. (2014). Systematic marketing facilitates optimal customer service: The marketing audit of a rural public library system. *Public Library Quarterly,* 33(3), 219-235.	Week 05 Assignment 01: SWOT Analysis and Environmental Scan, Day 7 Week 05 Assignment 02: Vocabulary Review and Practice, Day 7 (*no points, for practice only*) Week 05 Assignment 03: Glossary Entries, Day 7 Check Live Session Information

		4. Ramsey, E., & Vecchione, A. (2014). Engaging library users through a social media strategy. 5(2), 71-82. 5. Wojcik, M. (2018). Holograms in libraries – the potential for education, promotion and services. *Library Hi Tech,* 36(1), 18-28. Additional Reading 1. Adams Becker, S., Cummins, M., Davis, A., Freeman, A., Hall Giesinger, C., Ananthanarayanan, V., Langley, K., & Wolfson, N.(2017). NMC Horizon report: 2017 Library edition. Austin, Texas: The New Media Consortium. 2. Alexander, B., Ashford-Rowe, K., Barajas-Murphy, N., Dobbin, G., Knott, J., McCormack, M.,... Weber, N. (2019). NMC Horizon report: 2019 higher education education. Louisville, CO: EDUCAUSE. 3. Breeding, M. (2019). Smarter Libraries through Technology: Looking Forward into the New Year. *Smart Libraries, 39*(1), 1-3. 4. Deloitte Insights. (2019). Tech trend 2019. 5. Grajek, S. (2019). Top 10 IT Issues 2019: The Remaking of Higher Education. *Educause Review*. 6. Hennig, N. (2017). Keeping up with emerging technologies: Best practices for information professionals. Santa Barbara, CA: Libraries Unlimited. 7. LITA (2018). Top Tech Trends - 2018 Annual. 8. Panetta, K. (2018, October 15). Gartner top 10 Strategic Technology Trends for 2019. 9. Varnum, K. (2019). *New top technologies every librarian needs to know: A LITA guide*. Chicago: ALA Neal-Schuman.	

Week 6 June 10 - 16	Web management and content discovery	1. Barker, D. (2016). Web content management: Systems, features, and best practices. Chapter 1, pp. 1-14. 2. Shih, W., & Holmes-Wong, D. (2018). Library information technology. In K. Haycock & M. Romaniuk (Eds.), The portable MLIS: Insights from the experts (pp. 187-198). Santa Barbara, CA: Libraries Limited. 3. Burke, J. (2019). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapters 7, 8,12. pp. 75-84, 85-90, 119-126. 4. Thomsle, J., Hicks, W., & Phillips, M. (2016). The bento box design pattern. In K. J. Varnum (Ed.). *Exploring discovery: The front door to your library's licensed and digitized content* (pp. 117-139). Chicago: ALA. 5. Mulesoft Video. (2015). What is an API?	Week 06 Discussion 01: Weeds and Flowers Initial post: Day 4 Response: Day 7 Week 06 Assignment 01: Vocabulary Review and Practice (*no points, for practice only*), Day 7 Week 06 Assignment 02: Glossary Entries, Day 7 Check Live Session Information
Week 7 June 17 - 23	Privacy, confidentiality, & related issues	1. Burke, J.J. (2019) Neal-Schuman library technology companion: A basic guide for library staff. Chapter 14, pp. 135-142. 2. American Library Association. (n.d.) Questions and answers on privacy and confidentiality. 3. Breeding, M. (2017). The current state of privacy practice in large library organizations. Smart Libraries, 37(5) 4. Cox, K. (2018). The General Data Protection Regulation: What does it mean for libraries worldwide? (PDF) Washington, DC: Association of Research Libraries. 5. Hennig, N. (2018). Privacy and security online: Best practices for cybersecurity. Library Technology Reports, 54(3). 6. Jones, K. M. L., & Salo, D. (2018). Learning analytics and the academic library: Professional ethics commitments at a	Midterm Exam, Day 7 Check Live Session Information

		crossroads. *College & Research Libraries*. 79(3). 7. Lamdan, S. S. (2015). Social media privacy: A rallying cry to librarians. *The Library Quarterly*, 85(3). 8. Pekala, S. (2017). Privacy and user experience in 21st century library discovery. *Information Technology and Libraries*. 36(2). Additional Reading 1. ALA Office for Intellectual Freedom. Webinar: practical privacy practices. (2017). [Video] Practical Privacy Practices Transcript 2. ALA Office for Intellectual Freedom. (2016) Webinar: Raising privacy awareness in our library and in your community. [Video] Raising Privacy Awareness Transcript 3. Breeding, M. (2016). Privacy and security for library systems. Library Technology Report, 52(4). 4. Raleigh, D. (2009). Privacy@Your library part 1. [Video] Privacy@Your Library Part 1 Transcript 5. Raleigh, D. (2009). Privacy@Your library part 2. [Video] Privacy@Your Library Part 2 Transcript 6. Polonetsky, J. (2018). 4 Things You Should Know About the GDPR [Video] 4 Things You Should Know About GDPR Transcript 7. American Library Association (n.d.). Privacy.	
Week 8 June 24 - 30	Building Digital Collections	1. Calhoun, K. (2014). *Exploring Digital Libraries: Foundations, Practice, Prospects*. Chapters 1-4, 6, 7. ALA Neal-Schuman. 2. Fox, E. A., Gonçalves, M. A., & Shen, R. (2012). Theoretical Foundations for Digital	Week 08 Discussion 01: The 5 Ss for Digital Libraries Initial Post, Day 4 Response, Day 7

		Libraries: The 5S (Societies, Scenarios, Spaces, Structures, Streams) Approach. Synthesis Lectures on Information Concepts, Retrieval, and Services, 4(2), 1–180. doi:10.2200/S00434ED1V01Y201207ICR022 3. White, D., Lanclos, D., & Cornu, A. (2013). Visitors and residents: what motivates engagement with the digital information environment? IR Information Research, 18(1). 4. The DPLA Archival Description Working Group (2016). Aggregating and representing collections in the Digital Public Library of America. Retrieved from http://bit.ly/dplaCollections. 5. Hall, L. E. (2014). What happens when digital cities are abandoned *The Atlantic*. Retrieved from https://libproxy.usc.edu/login?url=http://www.theatlantic.com/technology/archive/2014/07/what-happens-when-digital-cities-are-abandoned/373941/ 6. Lee, K.-H., Lu, R., McCrary, V., Slattery, O., & Tang, X. (2002). The state of the art and practice in digital preservation (PDF). *Journal of Research of the National Institute of Standards and Technology*, *107* (1), 93-106. https://libproxy.usc.edu/login?url=http://dx.doi.org/10.6028/jres.107.010	Week 08 Assignment 01: Vocabulary Review and Practice (*no points, for practice only*), Day 7 Week 08 Assignment 02: Glossary Entries, Day 7 Check Live Session Information
Week 9 July 1 - 7	Digital Preservation	1. Calhoun, K. (2014). Exploring Digital Libraries: Foundations, Practice, Prospects. Chapters 5, 8-10. ALA Neal-Schuman. 2. Cervone, H. F. (2012a). Understanding the elements of a digital library project plan: part 1. *OCLC Systems & Services: International Digital Library Perspectives*, *28*(2), 75–78. https://doi.org/10.1108/10650751211236604 3. Cervone, H. F. (2012b). Understanding the elements of a digital library project plan: part 2. *OCLC Systems & Services: International*	Week 09 Checkpoint 01: Budget and Staffing Due Week 10, Day 7 Week 09 Assignment 01: Vocabulary Review and Practice (*no points, for practice only*), Day 7

		Digital Library Perspectives, *28*(3), 126–129. https://doi.org/10.1108/10650751211262119 4. Cervone, H. F. (2012c). Understanding the elements of a digital library project plan: part 3. *OCLC Systems & Services: International Digital Library Perspectives*, *28*(4), 176–179. https://doi.org/10.1108/10650751211279111 5. Hall, L. E. (2014). What happens when digital cities are abandoned? *The Atlantic*. Retrieved from https://libproxy.usc.edu/login?url=http://www.theatlantic.com/technology/archive/2014/07/what-happens-when-digital-cities-are-abandoned/373941/ 6. Lee, K.-H., Lu, R., McCrary, V., Slattery, O., & Tang, X. (2002). The state of the art and practice in digital preservation (PDF). *Journal of Research of the National Institute of Standards and Technology*, *107*(1), 93-106. https://libproxy.usc.edu/login?url=http://dx.doi.org/10.6028/jres.107.010 7. O'Neal-McElrath, T., & Carlson, M. (2013). Step 8: Developing the program budget. In *Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals* (pp. 71-). Somerset, UNITED STATES: John Wiley & Sons, Incorporated. Retrieved from http://ebookcentral.proquest.com/lib/socal/detail.action?docID=1469450 8. Perlmutter, M. (2017, April 28). The lost picture show: Hollywood archivists can't outpace obsolescence. IEEE Spectrum. 9. Rosen, J. (June 11, 2019). The day the music burned. New York Times.	Week 09 Assignment 02: Glossary Entries, Day 7 Week 09 Assignment 03: "Free" ... as in, "Free Kittens" (Part One), Day 7 Week 09 Assignment 04: "Free" ... as in, "Free Kittens" (Part Two), Day 7 Week 09 Assignment 05: "Free" ... as in, "Free Kittens" (Part Three), Day 7 Check Live Session Information
Week 10 July 8 - 14	Scholarly Communication -- Electronic Resources Open Access vs.	1. Burke, J.J. (2019). Neal-Schuman library technology companion: A basic guide for library staff. Chapter 4, pp. 35-46. 2. Johnson, P. (2013). Licenses for e-content. In P. Johnson, Developing and managing electronic collections: The	Week 10 Discussion 01: Scholarly Communication Open Access vs. Traditional Publishers Initial Post Day 4 Responses Day 7

	Traditional Publishers	essentials (PDF) (pp. 65-82). Chicago, IL: American Library Association. 3. Weir, R. O. (2012). Licensing electronic resources and contract negotiation. In R. O. Weir (Ed.), Managing electronic resources: A LITA guide (pp. 53-67). Chicago, IL: American Library Association 4. Jaser, C. (2012). Public access to government-funded research:A right or a privilege?(PDF) DttP: Documents to the People, 40(4), 31-35. 5. Laakso, M., & Bjork, B. (2016). Hybrid open access - A longitudinal study. Journal of Informetrics, 10(4), 919-932. 6. Pinfield, S. (2008). Libraries and open access: the implications of open-access publishing and dissemination for libraries in higher education institutions. In *Digital Convergence – Libraries of the Future* (pp. 119–134). Springer, London. https://doi.org/10.1007/978-1-84628-903-3_10 7. Wu, M. M. (2016). Collaborative academic library digital collections post-Cambridge University Press, Hathitrust and Google decisions on fair use. Journal of Copyright in Education and Librarianship, 1(1). 8. Jaschik, S. (2017, May 22). Faux scholarly article sets off criticism of gender studies and open-access publishing. Inside Higher Ed. 9. Straumsheim, C. (2017, May 3). Louisiana State takes disagreement with Elsevier to court. Inside Higher Ed. 10. Straumsheim, C. (2017, June 2). 'Academic Terrorist': Months after deleting controversial lists of "Predatory" journals and publishers, the librarian behind them still faces anonymous harassment online. Inside Higher Ed.	Week 10 Assignment 01: Vocabulary Review and Practice (*no points, for practice only*), Day 7 Week 10 Assignment 02: Glossary Entries, Day 7 Week 10 Assignment 03: Budget, Staffing, and Timeline, Day 7 Check Live Session Information

Week 11 July 15 - 21	Scholarly Communication & Open Educational Resources	Articles 1. Hess, J. I., Nann, A. J., & Riddle, K. E. (2016). Navigating OER: The Library's Role in Bringing OER to Campus. *The Serials Librarian*, *70*(1–4), 128–134. 2. Hilton, J. (2016). Open education resources and college textbook choices. Educational Technology Research & Development (2016) 64: 573. 3. Open Education. (n.d.). 4. Sparks, S. D. (2017, March 29). What Is OER? Answers to 5 Questions About Open Educational Resources - Education Week. *Education Week*. 5. Successful OER adoption models: academic libraries leading the way. (2017, April 14). 6. Young, L. C., Daly, U. T., & Stone, J. (2017). OER: The Future of education Is open. *Educause Review*, 52–53. Web sites: 1. Cool 4 ED. (n.d.). 2. OER Commons. (n.d.). 3. Open Textbook Library. (n.d.). 4. Open Washington: Open Educational Resources Network – an open educational resource network for Washington State community and technical colleges. (n.d.). 5. OpenStax. (n.d.).	Week 11 Discussion 01: Open Educational Resources Initial Post Day 4 Response Day 7 Week 11 Assignment 01: Vocabulary Review and Practice (*no points, for practice only*) Assignment Day 7 Week 11 Assignment 02: Glossary Entries, Day 7 Week 11 Assignment 03: Open Educational Resources Due Day 7 Check Live Session Information
Week 12 July 22 - 28	Social Media	1. Burke, J. (2019). *Neal-Schuman library technology companion: A basic guide for library staff*. Chapter 8, pp. 85-90. 2. King, D. L. (2015). Managing your library's social media channels. *Library Technology Reports*. 51(1). 3. Roemer, R. C., & Borchardt, R. (2015). Altmetrics. *Library Technology Reports*. 51(5). 4. Rossmann, D., & Young, S. W. H. (2016). Social media optimization: Principles for	Week 12 Discussion 01: Social Media Weekly Discussion: Social Media Marketing Plan Initial Post Day 4 Response, Day 7 Week 12 Assignment 01: Vocabulary

		building and engaging community. *Library Technology Reports.* 52(8). 5. Statista (2017). Social media - statistics & facts. 6. WebJunction (2018, February 13). Social media and libraries survey summary. WebJunction. Additional Reading 1. Alfonzo, P. (2019). Mastering mobile through social media: creating engaging content on Instagram and Snapchat. *Library Technology Report, 55*(2), 1-42. 2. Howard, H., Huber, S., Carter, L., & Moore, E. (2018). Academic libraries on social media: Finding the students and the information they want. *Information Technology and Libraries*. 37(1). 3. Joe, J. W. (2015). Assessment of Social Media in the Library: Guidelines for Administrators. *Journal of Library Administration.* 55(8). 4. Lamdan, S. S. (2015). Social Media Privacy: A Rallying Cry to Librarians. *The Library Quarterly*. 85(3). 5. Thomsett-Scott, B. C. (Ed.). (2014). Marketing with social media: A LITA guide. Chicago, IL: ALA.	Review and Practice, (*no points, for practice only*) Day 7 Week 12 Assignment 02: Glossary Entries, Day 7 Week 12 Checkpoint 01: Emerging Technology Semester Project, Due Weeks 14 and 15, Day 7 Check Live Session Information

Week 13 July 29 - August 4	Technology project planning and management	1. Block, C. (2017). *Managing library technology: A LITA guide.* New York: Rowman & Littlefield. Chapters 3-5 (p. 33-78)	Week 13 Assignment 01: Vocabulary Review and Practice (*no points, for practice only*) Day 7 Week 13 Assignment 02: Glossary Entries, Day 7 Week 13 Assignment 03: Proposal Due Day 7 Check Live Session Information
Week 14 August 5 - 11	Data Management	1. CLIR (n.d.) What is Data Curation? 2. OCLC. (2018, April 26) The Realities of Research Data Management. (2018, April 26) 3. Kelleher, J. D., & Tierney, B. (2018). Data Science. Cambridge, MA: The MIT Press. Chapters 1-3, 6. 4. Tufte, E. R. (2011). Explaining the complex. *American Banker Magazine,* 24-25. Video: 1. TED. (n.d.). Making sense of too much data. TED Playlists. Teams upload presentation project to class for review	Week 14 Discussion 01: Data Management Initial Post Day 4 Response Day 7 Week 14 Discussion 02: Group Presentation File, Day 7 Week 14 Assignment 01: Vocabulary Review and Practice (*no points, for practice only*) Day 7 Week 14 Assignment 02: Glossary Entries, Day 7 Check Live Session Information

Week 15 August 12 - 18	Review	Teams present projects to class	Week 15: Assignment 01: Group Presentation Peer Review Due Day 7 Check Live Session Information

Appendix I. LIM PROGRAM LEARNING GOALS

The course contributes to achievement of the LIM program goals as follows:

How LIM562 Contributes to Student Achievement of LIM Program Learning Goals		
LIM Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**LIM562 Objectives that support this goal**
a. Understand the ecology of libraries and information networks, their unique environments and how they are governed;	3	1,2,3,4,5,6,7
b. Articulate and employ professional values and ethics in a variety of situations and circumstances;	2	4,5,6,7
c. Apply and assess management strategies, practices and decisions.	2	4,5,6,7
d. Develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	1	6
e. Organize, retrieve and manage information for stakeholder benefit;	3	1,2,3,6,7
f. Locate, synthesize and translate information to intelligence for various client groups;	1	6,7
g. Develop, implement and assess programs and services for enhancing use of information and ideas;	3	6

h. Understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery;	3	1,2,3,6,7
i. Design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	3	1,2,3,6,7
j. Manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	3	1,2,3,4,5,6,7
k. Apply persuasion and influence through networking, collaboration, and relationship-building.	1	6,7
l. Demonstrate a commitment to continued professional education and lifelong learning.	3	1,2,3,4,5,6,7